

**AN ANALYSIS OF EFL STUDENTS' CRITICAL THINKING IN  
SPEAKING AT UNIVERSITAS MASA DEPAN**



**Compiled by:**

Nur Utari (201810560211013)

Postgraduate Program of English Language Education

Universitas Muhammadiyah Malang

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**Has been accepted on**

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## LETTER OF STATEMENTS

I, the undersigned:

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Hereby, declare that:

1. This thesis entitled: **AN ANALYSIS OF EFL STUDENTS' CRITICAL THINKING IN SPEAKING AT UNIVERSITAS MASA DEPAN** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation excerpt those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM**, I am willing to accept the consequences including accepting the **CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 April 2020

The Writer,



Nur Utari

## MOTTO AND DEDICATION

### MOTTO:

“Dream high, our limit is our mindset”

### DEDICATION:

I dedicate this thesis for my families and my friends who always support and pray for me whenever and wherever they are.

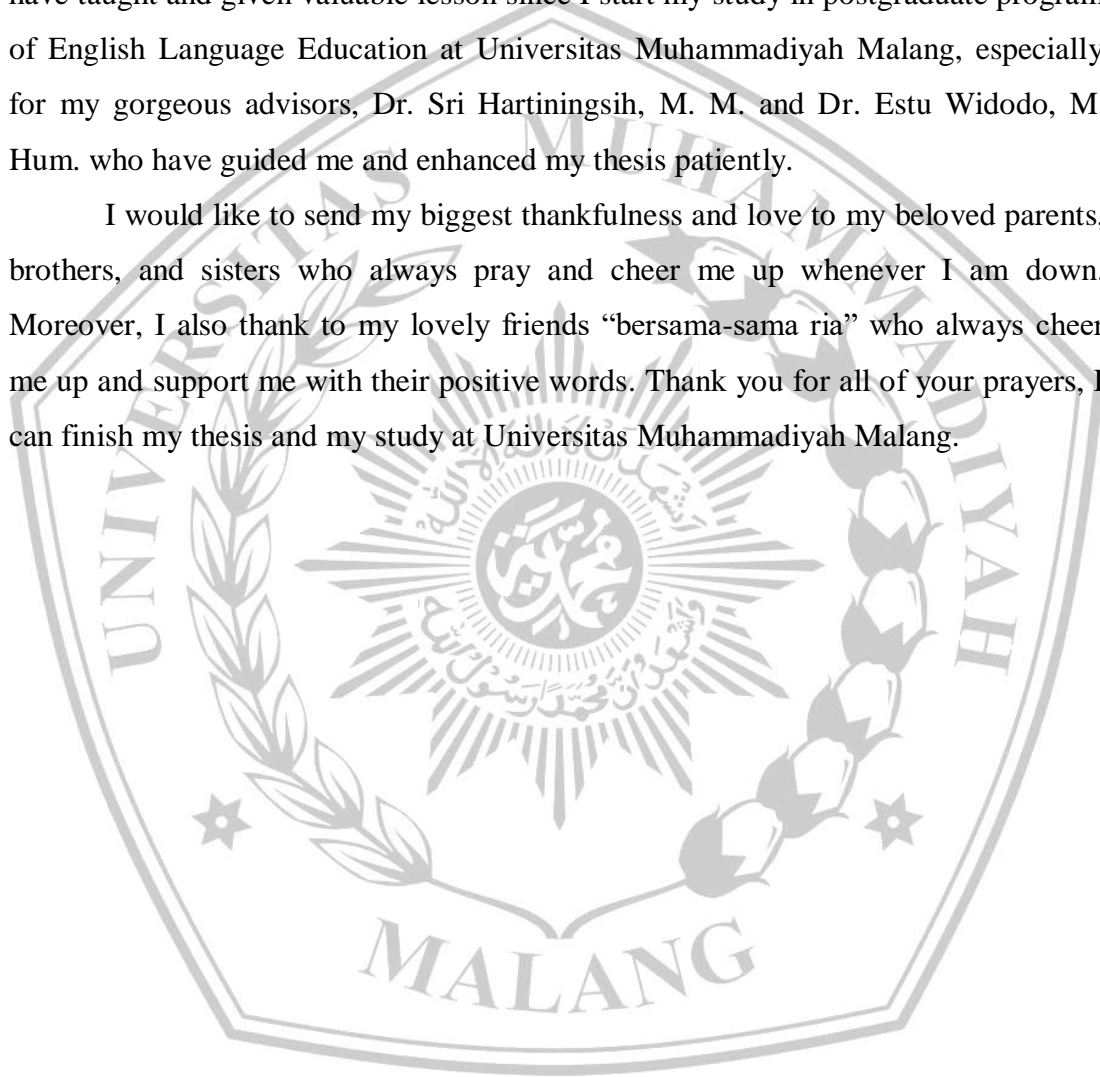


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## TABLE OF CONTENTS

COVER .....	
APPROVAL SHEET .....	i
LEGALIZATION .....	ii
LETTER OF STATEMENTS .....	iii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS .....	vi
ABSTRACT .....	1
INTRODUCTION .....	2
Background of Study .....	2
REVIEW OF RELATED LITERATURE .....	9
The Teaching of Speaking .....	9
English for Academic Purposes (EAP) .....	9
Speaking for Academic Purposes .....	11
Critical thinking .....	12
RESEARCH METHOD .....	13
Research Design .....	13
Research Subject .....	13
Data Sources .....	14
Data Instrument .....	14
Credibility .....	16
Triangulation .....	16
Data Collections .....	17
Observation .....	17
Interview .....	18
Data Analysis .....	18
FINDINGS AND DISCUSSIONS .....	18
Findings .....	18
Discussions .....	33



CONCLUSIONS AND SUGGESTIONS .....	37
Conclusions .....	37
Suggestions.....	37
REFERENCES .....	38





# AN ANALYSIS OF EFL STUDENTS' CRITICAL THINKING IN SPEAKING AT UNIVERSITAS MASA DEPAN

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## **Abstract**

This research was conducted to find out and to outline the levels of critical thinking achieved by the students while learning speaking for academic purposes, the obstacles confronted by the students in thinking critically during the learning processes, and the solutions provided by the students in solving their own problems in thinking critically. In this qualitative research, the researcher employed case study as the methodology of the study. The participants of this research were three EFL students from fifth semester of the English Department at Universitas Masa Depan. The teaching subject is given not only to promote students' fluency in speaking, but also to develop their critical thinking skills as pointed out by Jordan (2010). In this research, the researcher utilized observation field notes, transcript of video recordings and the transcripts of interviews with the students as the research instruments. As the result, the researcher revealed that the critical thinking of EFL students was not satisfactory enough, for they could not achieve all of the levels of Anderson et al.'s revision of Bloom's Taxonomy yet. This could be seen by the way they could only make a deal with the levels of Anderson et al.'s revision of Bloom's taxonomy in the level of understanding, analyzing and evaluating while thinking critically, but not strongly fulfill the demands of those levels. It was because the students had some internal and external problems to deal with, thereof, they confronted several difficulties while thinking critically. In this regard, their problems were feeling afraid to make mistakes, learning circumstances in the class, the time of learning, and the teaching method. Therefore, the students employed some strategies to clear up the problems, such as reading a lot of journals, finding new vocabularies, trying to solve a case in the journals, hypnotizing student's mind, and writing opinion before sharing it to others.

**Keywords:** *Critical Thinking, Speaking, Speaking for Academic Purposes*

## INTRODUCTION

### Background of Study

English as an international language has significant impact on facilitating people in their process of communication with others who come from different countries and use different first languages. It can be seen from the way people do learn English to make an agreement or make a deal in a certain process of transaction in their business, for instance. According to Richards (2008), the notion of English as an international language has also prompted a revision of the notion of communicative competence to involve the notion of intercultural competence. Thus, English becomes one of the international languages needed to learn in order to support their study, work, and so on. In Indonesia, English becomes a foreign language because people are not commonly using it as a tool for communication in their daily life or social life, except for them who are interested in that language and eager to use it in daily life to communicate with people who use the same language.

English is considered a foreign language, for it does not play an essential role in national or social life (Broughton, et al., 1980). Moreover, teaching English as a foreign language is not as easy as teaching Indonesian language because of some reasons. First, the students are not accustomed to that language. Second, the students face difficulties in memorizing the grammatical structures and applying it into an informal communication. Third, the students have anxiety to use that language for communication either in school or outside the school. Fourth, the students are not interested in studying that language, and so on. Thus, curriculum makers and the other stakeholders have to design a curriculum that will fulfill the students' needs in learning English language. English teaching and learning have the purpose of focusing on students, so that they are able to utilize English for communication and as a tool for proceeding their studies (Ministry of Education, 2006).

There are four skills in the English language; speaking, writing, listening, and reading. Those skills are purposively divided into two terms; productive (speaking and writing) where people will produce something when they want to speak or when they write, and receptive (reading and listening) that show the way people receive an oral or a written message and interpret it (Destrezas, n.d.). In this research, the researcher will only focus on the speaking skill of EFL students while they perform

or express their ideas during the learning processes in the class. According to Aungwatanakun (1994) as cited in Oradee (2012), she said that “in foreign language teaching and learning, ability to speak is the most essential skill since it is the basis for communication and it is the most difficult skill”. It is because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994 and Joyce, 1997). In addition, it is one of the four macro skills to be built up as a means of effective communication in both first and second language learning contexts (Boonkit, 2010). Therefore, form and meaning in speaking are influenced by the context where it occurs, involving the participants themselves, their collective experiences, physical environment and the purpose for speaking (Abda, 2017).

Nevertheless, to speak using English can be regarded as a major problem faced by EFL students. It is because they are worried about making mistakes while speaking, the anxiety to express themselves, and having a lack of vocabulary in their minds. That has been proven by Arega (2017) who analyze about impediments of students' English language speaking skill in two selected preparatory schools in Wolaita zone. He found that the students did not have the confidence to speak English freely in the speaking classroom, for they were afraid of making mistakes so that they preferred to learn grammar and vocabulary than speaking. Additionally, they were accustomed to communicating by using their mother tongue in the class, for they did not have speaking background in their lower grades. The teachers also did not give a chance for the students to practice the English language in real situations. Thus, the students cannot improve their ability in a speaking skill during the learning processes. Al Nakhalah (2016) also revealed that fear of mistake, shyness; anxiety and lack of confidence became the indicators on students' problems in speaking by using English language.

Furthermore, Leong & Seyedeh (2017) added that many language students found it difficult to express themselves in spoken the foreign language. It is because they were generally confronting problems to utilize the foreign language to express their thoughts effectively. They stopped talking because they faced psychological obstacles or could not find the suitable words or expressions. On the other hand, Keong et al. (2015) also pointed out another fact on the EFL students' problems in

speaking, the majority of Iraqi EFL students lack the opportunity for real life communication in the English language especially with native speakers. It is because the university environment did not prompt students to communicate with each other or with their lecturers, as not attention was paid to oral skill from the lecturers. Additionally, both the undergraduates' students and teachers demonstrated that they still find difficulty in comprehending the spoken English language. In this regard, the researcher believes that the environmental problem also affect students' willingness in honing their language proficiency, especially in speaking skill.

Then, Alzahrani (2019) verified it by indicating his findings about the weaknesses of the teaching and learning environment, and the weaknesses of the students. The weaknesses of the teaching and learning environment were coming from the instructors themselves who were usually utilizing a mixture of English and Arabic in the lecturer's room. Whereas, the weaknesses of the students themselves appeared based on the fact that the students rarely communicate in English with their language classmates out of the language class. Thus, the researcher believes that those problems can actually be solved by creating an efficient environment for the students, and supporting the students straightly to be as active as possible without apprehensive about making mistakes. Al Nakhalah (2016) highlighted that one of the EFL students' problems concerned about is we should establish an environmental support and prompt the students to speak English frequently. On the other hand, Boonkit (2010) pointed out that "In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and confidence for undergraduate students tends to be a crucial question among instructors". It is because confidence, creativity of topics, and speaking competence were the key aspects of the improvement when speaking to the audience (Boonkit, 2010) besides the environmental support as Al Nakhalah (2016) said, so that the students can be competent in both disciplines and language skills and be able to cope with academic demands (Srikrai, et al., 2016).

Nevertheless the high levels of motivation to enhance, the students received little instruction in such skills on their English for Academic Purposes programs and have little access to them in the community (Yates & Wahid, 2013). In the line with the purpose of EAP programs, Ruegg & Clay (2018: 1) indicated that "EAP

programs set up students with more than just proficiency in the English language; they prepare students with particular skills that are necessary to succeed in tertiary-level studies in English”. Thus, Douglas & Marcia (2014: 1) asserted that “English for Academic Purposes (EAP) programs designed to meet postsecondary English language proficiency requirements are a common pathway to higher education for students from non-English-speaking backgrounds”. Teaching speaking English for Academic Purposes is not as easy as teaching English for General Purposes, for we have to know what exactly the students’ needs are, and how exactly the content and the context that are suitable for them. In accordance with Hyland & Philip’s (2016) opinion, they asserted that EAP covers language research and instruction that focuses on the communicative needs and practices of the individuals working in academic contexts. In teaching speaking for academic purposes, therefore, teachers have to consider and focus on the way how to make the students being communicative people, in order to improve their speaking ability which may give them tremendous effects on the future life either in their study, work, and so on, and also to develop their thinking skill that will lead them to be a critical thinker.

Due to the fact that university curriculum must be in the form of curriculum integration, the teachers surely should have an ability to integrate teaching speaking with other courses in one meeting. It is because the students are expected to have capability in dealing with the four skills in English. In addition, curriculum integration in the higher education is also aimed to prepare the students to be a critical thinker. As cited from Kuhn (1999); Keeley and Shemberg (1995), Moon (2008) stated that critical thinking is considered to be central to the higher levels of education or a fundamental goal of learning. However, we have to know that in the learning and teaching process, different teachers had different frames of reference for critical thinking based on different activities in which the thinking was employed (Moon, 2008). Then, it will consider how students construct their own critical thinking based on the activities utilized to stimulate the students’ thinking. The activities of critical thinking are such as review of someone else’s argument, evaluation of an object, development of an argument, critical thinking about self, the review of an incident, engagement in constructive response to the arguments of others, and habit of engagement with the world.

Moreover, Moon (2008) demonstrated that critical thinking is to develop your own argument, deconstruct ideas or synthesize a range of ideas associated with complex ideas. There may be different paths to the same conclusion or different conclusions to the same matters. Meanwhile, as we know that most of Indonesian students are accustomed to be passive students in the class because of some reasons. Then, that point may always be contradicted with one of the aims on the curriculum, which is to prepare students to become critical thinkers. Additionally, the importance of developing students' critical thinking skills has become the objective of education these days (Al Hakim et al., 2018). It is in line with the purpose of historical education at the high school level that historical education has developed in the deep understanding of historical events that are considered important for building critical thinking skills, learning abilities, curiosity, social awareness, and nationalism (Hasan, 2010). Thus, the researcher believes that promoting students' critical thinking in learning English language has kept on being an issue in Indonesia. For instance, Gustine (2014) who studied about the implementation of critical literacy-based approach in an Indonesian EFL secondary school to stimulate their critical thinking; he revealed that there were some students who resisted critical literacy approach they proposed because of difficulties in English proficiency. Djiwandono (2013) who investigated about critical thinking skills for language students; he demonstrated that much more intensive and prolonged period of training that comes with trainer's modeling of the critical thinking has succeeded raising the students' awareness of thinking critically.

Another example is Silalahi (2017) who studied about assessing university students' critical thinking skill by using the TOEFL ITP reading test; he found that students at FI University still were lack in their critical thinking skill. Thus, their problems consequently hampered them to succeed the reading test on the TOEFL ITP test. From those examples, we can see obviously that constructing Indonesian students' critical thinking in studying language, especially English language is still evaporating in the air as one of the educational issues, that also stimulate the curriculum-maker to wrap it in the curriculum integration to build up students' characteristic as critical thinkers. Ismail's study (2014) entitled the effects of integrating creative and critical thinking on schools students' thinking. He showed

that the main objective of the study which was to improve students' learning through enhancing their creative thinking and performances of science task (thinking) is met. The results of his study revealed that there was a significant difference between the TS (Thinking Skill) and control groups with the advantage for the TS strategy except in originality and science task achievement.

Another possible explanation is that the different learning environment between TS and control groups might have permitted that the TS students to be more focused on new idea as compared to TS students. As such, there were also some differences in terms of the instructions, syllabus, and thinking strategies. Therefore, the learning environment could have affected the students' thinking style and thinking strategies. In this regard, Cossette (2013) asserted that critical thinking is the focal point missed in many students' educations. It is because students are taught memorization with little time left for the development of critical thinking skills which allows for a deeper understanding and a richer experience. Thus, on Faux's recommendations as cited on Ismail's research paper, he demonstrated that there is a need to build and design the curriculum for all levels of students' achievements in several thinking skills, for hardly everyone is able to make all students become the most creative thinker (Ismail, 2014). Ismail (2014) demonstrated that many researchers agree that integrating thinking skill in the curriculum will help students in enhancing their thinking abilities and their higher order skills. Additionally, Westwood (1993) claimed that it is also believed that thinking skills should not be taught in isolation, but instead be integrated across the curriculum.

Meanwhile, as it is known that assessment is the central activity of critical thinking that may be called evidence, in order to make a judgment. The reasons why assessment is carried out, thus, have a very powerful effect on the content of the curriculum, and is very much associated with what are seen as the overall purposes of education, whether these are to limit the group who will have access to power in the future, or to ensure that individuals are educated towards particular levels of competence, or to enable individuals to gain access to as wide a range of knowledge and abilities as they are able to do (Ross, 2000). On the other side, we can see that the majority of researchers also admitted the content of critical thinking proposed by Socrates was evolving from "Socratic Questions", and it comprised of three



elements; understanding topics, explaining reasoning, and solving problems (Wang & Huibin, 2016). Those items are literally the aims of teachers in giving assessment to the students, where they can optimally utilize their brain to comprehend a certain topic, and then to solve the problem(s) inside.

Furthermore, this research investigates how the learning processes in speaking for academic purposes class stimulates EFL students in thinking critically. The researcher focuses only on fifth semester of students because the course of speaking for academic purposes is given only on that level of semester. In addition, the main reason to select that course because of three folds: first, in accordance with the aims of EAP program, they demonstrate that the program is purposively designed not only to prepare students with more than just proficiency in the target language, but also to prepare them with particular skill such as critical thinking, logic, note-taking, presentation, research and referencing as clearly stated by Ruegg & Clay (2018). Second, the course of speaking for academic purposes is literally applied to prepare the students to be able to express themselves by using the spoken language in various academic settings as firmly asserted by Jordan (2010). Thus, the researcher is eager to point out and explain more about the real implementation of that course in the class and the way it can stimulate the students to express their critical thinking, so that the researcher could analyze the levels of critical thinking that the students could achieve while learning that course. Third, there should be difficulties confronted by the students in thinking critically, and definitely there should be the strategies owned by the students in solving their problems in thinking critically during the learning processes.

Based on the aforementioned, the researcher highlighted that the problem of students' critical thinking in the line with the implementation of the course of speaking for academic purposes was not investigated broadly by other researchers. Thus, the researcher was supposed to conduct a research related to the levels of critical thinking achieved by the students while learning the course of speaking for academic purposes. In line with that, she also expected to figure out the difficulties confronted by the students in thinking critically, and the strategies owned by the students in solving their problems in thinking critically that was also not widely investigated and examined by other researchers. Then, this research aimed to answer

the following questions: (i) What levels of critical thinking do the students achieve while learning speaking for academic purposes? (ii) What are the difficulties faced by the students in thinking critically while learning speaking for academic purposes? (iii) What is/are the students' strategy(s) to solve their problem(s) in thinking critically while learning speaking for academic purposes?

## **REVIEW OF RELATED LITERATURE**

### **The Teaching of Speaking**

A priority for many second and foreign language students is the mastery of speaking skills in English (Richards, 2008). Students develop their formal speech when teachers provide insights on how to organize their ideas for presentation (Wallace, et al., 2004). Moreover, Wallace et al. indicated that when the students can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically, they can deliver better speeches. The focus of teaching speaking, of course, is to develop the oral production of the students. Thus, language teaching activities in the classroom should point at maximizing individual language use (Haozhang, 1997 as cited in Al Nakhalah, 2016: 99).

### **English for Academic Purposes (EAP)**

Tim Johns discovered the term 'English for Academic Purposes' in 1974 and made its first published appearance in a collection of papers edited by Cowie and Heaton in 1977 (Jordan, 2002 as cited in Hyland, 2006: 1). According to Hyland (2006), by the time the journal English for Specific Purposes began in 1980, EAP was established as one of the two main branches of ESP, in tandem with the use of language in professional and workplace settings (sometimes referred to as EOP or English for Occupational Purposes). In line with that, Hyland & Philip (2016) asserted that drawing its strength from broad theoretical foundations, a commitment to research-based language education, and the subject-matter expertise of its students, EAP has sought to reveal some of the constraints of academic contexts on language use and to develop ways for students to gain control over these.

The students, moreover, are demanded to gain fluency in the conventions of English language academic discourses to understand their disciplines and to

successfully navigate their learning or their careers (Hyland & Philip 2016). Additionally, EAP is literally differentiated from ESP by this focus on academic contexts, but among the applied linguistics and English language teaching fields more widely the view of EAP as a sub-discipline within ESP still holds (Lyons, 2016). Since then, EAP has developed steadily as English has evolved with the increasing reach of global markets (Hyland, 2006). This has intended that producing an annual crop of graduates able to work in employment through English has become an economic imperative, for many countries. Similarly, the parallel growth of English as the leading language for the dissemination of academic knowledge has made a major impact on tying the careers of thousands of scholars to their competence in English (e.g. Graddol, 1997).

In accordance with Ruegg & Clay's (2018: 1) opinion, they contended that "EAP program is purposively designed to prepare students with more than just proficiency in the English language; they prepare students with particular skills that are necessary to succeed in tertiary-level studies in English". Douglas & Marcia (2014: 1) concurred that "English for Academic Purposes (EAP) programs designed to meet postsecondary English language proficiency requirements are a common pathway to higher education for students from non-English-speaking backgrounds". Furthermore, we should remember that English for Academic Purposes is different with English for General Purposes. It is because EGP is generally preparing students for any encounters with the English language, whereas EAP is taught specifically to prepare students for studying in English. It is usually expected that students will have obtained a certain proficiency level in general English before they move on to studying English for Academic Purposes (Ruegg & Clay, 2018). In line with that, to develop students' language proficiency in EAP classes, there are a range of academic skills typically included in the learning objectives of EAP programs. These involve skills such as critical thinking, logic, note-taking, presentation, research, and referencing (Ruegg & Clay, 2018).

The applied nature of EAP, and its emergence from ESP, originally creates an agenda regarded with curriculum and instruction rather than with theory and analysis (Hyland, 2006). Responding to alters in higher education, anyhow, EAP has developed a more sophisticated appreciation of its field. Hyland (2006) contended

that from its place at the intersection of applied linguistics and education, and following a more reflective and research oriented perspective, EAP has appeared to emphasize several of the key features of modern academic life, as follows:

- Students have to accept on new roles and to deal with knowledge in new ways when they go in higher education.
- Communication practices are not uniform toward academic disciplines but reflect different ways of constructing knowledge and dealing with teaching and learning.
- These practices are contributed towards power and authority which work to take advantage or marginalize different groups and to complicate teaching and learning.
- The development of English as a world language of academic communication has produced in the loss of scholarly writing in many national cultures.

Moreover, Hyland & Philip (2016) provides some key features of EAP, where it rests on four main principles which reflect its origins in ESP and which distinguish it from other areas of TESOL.

Concept	Gloss
Authenticity	Classroom texts and tasks should be close related to the real academic world as possible.
Groundedness	A commitment to link pedagogy and research. A research base underlies materials and instructional practices.
Interdisciplinarity	EAP is not itself a theory or a methodology but employs an eclectic range of theories and methods.
Relevance	Linguistic and contextual relevance is ensured through needs analysis.

Teachers pay attention on these features in their classrooms, in line with that, EAP students are learning English for a particular practical need which aims curriculum designers study target language features in specific academic contexts (Hyland & Philip, 2016).

### **Speaking for Academic Purposes**

Speaking for academic purposes is literally a term utilized to explain spoken language in various academic settings. Additionally, it suggests that the language used is normally formal and neutral, and obeys the conventions associated with the genre or activity. Typically, situations or activities covered are (Jordan, 2010):

- Asking questions in lectures
- Participation in *seminars*/discussions
- Making oral presentations; answering ensuing questions/points
- Verbalizing data, and giving oral instructions, in seminar/workshops/laboratories

### Critical thinking

The theory of critical thinking began with the works of Benjamin Bloom. His work is explaining about human being's thinking ability, especially in higher-order thinking. He proposes six levels within the cognitive domain; knowledge, comprehension, application, analysis, synthesis and evaluation, however, since its inception, Bloom's taxonomy had been officially revised by Anderson et al., (2001) by adding the level of create. The following table was the revision of Bloom's taxonomy:

Level	Description	Verbs associated with levels
Remember	Retrieving relevant knowledge from long-term memory	Recognize, Recall
Understand	Determining the meaning of instructional messages, including oral, written & graphic communication	Interpret, Exemplify, Classify, Summarize, Infer, Compare, Explain
Apply	Carrying out or using a procedure in a given situation	Execute, Implement
Analyze	Breaking materials into its constituent parts, detecting how the parts relate to one another and to an overall structure or purpose	Differentiate, Organize
Evaluate	Making judgments based on criteria and standards	Check, Critique
Create	Putting elements together to form a novel whole	Generate, Plan, Produce

*Anderson et al.'s (2001) revision of Bloom's Taxonomy – Cognitive Domain (Scully, 2017: 2)*

To make a clear description of the revised version of Bloom's taxonomy, Anderson et al., (2010) proposed two dimensional models; The Knowledge Dimension (i.e. the kind of knowledge to be learned), and The Cognitive Process Dimension (i.e. the process used to learn).

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive knowledge	Execute	Execute	Construct	Achieve	Action	Actualize

*Two Dimensional Forms of Revision of Bloom's Taxonomy (Forehand, 2011: 4)*

## RESEARCH METHOD

### Research Design

This research aimed to collect the data about the levels of critical thinking achieved by the students while learning speaking for academic purposes, the obstacles confronted by the students in thinking critically during the learning processes, and the solutions provided by the students in solving their own problems in thinking critically. Moreover, this research was conducted by using qualitative research design because the researcher wanted to explore more about the subject of the research. According to Creswell (2007), qualitative study began with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. Furthermore, in the process of conducting this qualitative study, the researcher employed case study as the methodology of this research because it included the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context) (Creswell, 2007).

### Research Subject

The subjects of this research were EFL students from fifth semester of English Department at Universitas Masa Depan, who were learning speaking for academic purposes. She chose that level of semester for the course was only given on that semester. Additionally, she chose the subject of speaking for academic purposes,

for it was applied to not only teach the students to be fluent in speaking, but also teach the students to think critically and transfer or share their ideas in critical ways as mentioned by Jordan (2010). Due to the fact that the researcher had no information about the students, so that she was utilizing snowballing sampling, then she asked firstly the English lecturer who had authority in teaching in the class of speaking for academic purposes, and knew more about the students. Then, she could know the students who were active in the class and had good thinking skill. Moreover, the researcher distinctly clarified that she only employed three selected students from twenty six students, for she found that only those students were kept actively showing their activeness in thinking critically during the learning processes in the class. The researcher also had clarified the students' activeness with the lecturer who surely knew more about his students, and their thinking ability during the teaching and learning processes in the class.

### **Data Sources**

This research focused on the analysis of the levels of critical thinking achieved by the students while learning speaking for academic purposes, the obstacles confronted by the students during the learning processes in thinking critically, and the solutions provided by the students in solving their own problems in thinking critically. The analysis utilized three kinds of data; observation field notes, transcript of video recordings and the transcripts of interviews with the students. The researcher was intentionally using three data because she desired not only to provide depth explanation of how that students express their critical thinking, but also to describe the problems emerged during the learning processes and the solutions. In the light of data source, the researcher analyzed and investigated critical thinking by using the theory of critical thinking by Anderson et al.'s (2001) revision of Bloom's Taxonomy.

### **Data Instrument**

The data were gotten by using instrument such as observation field notes and transcript of video recordings that indicated how to investigate, and then evaluated the students when they thought critically during the learning processes based on the level of critical thinking proposed by Bloom. The observation field notes were run by



observing the students' activities from the beginning up to the end of the class in order to observe and evaluate how they express their critical thinking during the learning processes. That was also utilized to make the transcript of video recordings which showed sort of students' ways in thinking critically. Referring to the focus of this study, analyzing the level of critical thinking that the students could achieve while learning speaking for academic purposes, so that the researcher highlighted some important points while observing which were in line with the features of Anderson et al.'s revision of Bloom's Taxonomy, such as: (i) the students' understanding from the material delivered by the lecturers, in which it could be seen from the way they give response to the lecturers question(s) after delivering the material, (ii) the students' ability to link both their previous and current knowledge. In this regard, the researcher observed the way they prompted themselves and expressed their critical thinking during the learning processes. It was seen from the way they explained their ideas by providing supporting reasons and clarified the reasons in rational and reasoned ways, (iii) the students' analysis where it could be seen from the way they did analysis of a problem provided, (iv) the students' result of synthesis where the researcher observed the way they combined their learned knowledge to create new integrated wholes, and (v) the students' evaluation where it could be seen from the way they made an evaluation based on their understanding, in which it could be in form of critiques or judgments.

Furthermore, there was also an interview guideline with the students as the instrument of this research (i.e. a list of questions/topics used to guide the researcher during the process of interview), so that there was a well-structured result in the process of making a transcript of interview. In the interview guideline, the researcher asked about; (i) how they usually expressed their critical thinking while learning speaking for academic purposes, (ii) the reasons why they contended that the way they express themselves was considered as the way they express their critical thinking, (iii) the difficulties the students had in thinking critically while learning speaking for academic purposes, (iv) their strategies to solve their problems(s) in thinking critically, (v) the way they apply their strategy to solve their own problem(s) in thinking critically, (vi) the students' other problems that went along with their main problem in thinking critically while learning speaking for academic purposes.

### **Credibility**

Credibility was the proposed criterion against which truth value of qualitative data should be judged (Guba & Lincoln as cited in Beck, 1993: 263). The credibility of qualitative inquiry depended on three distinct but related inquiry elements (Patton, 2002: 552-553).

- Rigorous methods for doing fieldwork that yield high-quality data that were systematically analyzed with attention to issues or credibility.
- The credibility of the researcher, which was dependent on training, experience, track record, status, and presentation of self;
- Philosophical belief in the value of qualitative inquiry that was a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking.

### **Triangulation**

Triangulation of this research was divided into three points. Based on Miles's et al (2014) opinion which concurred with Denzin (2001), we could think of triangulation by data source (which can include persons, times, places, etc.), by method (observation, interview, and document), and by researcher (Investigator A, B, etc.). Thus, the researcher indicated that; (i) triangulation by data source was coming from three students of English Education on fifth semester at University of Muhammadiyah Malang (ii) triangulation by methods were from observation and interview (iii) and triangulation by investigator where it was dealing with the examiners who were expert in the field of critical thinking in language classroom. The researcher herself needed to provide the information of triangulation, for it was supposed to encourage a finding by indicating that at least three independent measured of it agree with it or, at least, did not confute it (Miles et al., 2014). According to Patton (2015: 660), triangulation analysis was aimed to "having more than one pair of eyes looked at and thought about the data, identified patters and themes, and tested conclusions and explanations reduces concerns about the potential biases and selective perception of a single a single analysts".

## **Data Collections**

This study utilized observation field notes, transcript of video recordings and the transcripts of interviews with the students as the instrument of data collections. Firstly, the data of observation field notes were collected by investigating the levels of critical thinking achieved by the students while learning speaking for academic purposes. The data of observation was also filed in video recordings, in which those had been transcribed into the document of the transcript of video recordings that provided the evidences of the students' activeness in thinking critically during the learning processes. Thus, both of them purposively indicated about how the students expressed their critical thinking while learning speaking for academic purposes. Secondly, data of interview was collected by interviewing the selected English students of fifth semester at Universitas Masa Depan, which asked about their difficulties in thinking critically and the way they solved their problems.

- **Observation**

The data from observations, in this term, consisted of detail descriptions of students' activities, behavior, actions, and the full range of interpersonal interactions and organizational process that are part of observable human, especially students' experience (Patton, 2002). Additionally, Patton revealed that in observation, data consisted of field notes; rich, detailed descriptions, including the context within which the observations were made. In this research, the researcher employed participant observation, for she wanted to observe directly how the students express their critical thinking while learning speaking for academic purposes, and made a report on the observation field note used as the instrument to collect the data. The observation field note helped the researcher to describe the levels of critical thinking achieved by the students, whereby it could be analyzed by observing how they expressed their critical thinking while learning speaking for academic purposes. Additionally, the researcher also utilized the transcript of video recordings which were being the evidence of the students' active participation in thinking critically during the learning processes.

- Interview

According to Patton (2002), interviews yield directed quotations from people about their experiences, opinions, feelings, and knowledge. In this research, the researcher employed open-ended questions and probed yield in-depth responses about students' difficulties and strategies to solve their problems in order to find out and describe further, related to the issue in this research. Data comprised of verbatim quotations with sufficient context to be interpretable (Patton, 2002). The researcher utilized semi-structured interview where she asked the questions which structured before and possibly explore more necessary depended on the situation, and the questions were formulated by the researcher as mentioned before. Due to the fact that the researcher wanted to create serene and comfortable situation for interviewing the students as the participants, she used a personal interview that asked questions related to the students' difficulties and strategies directly to the participants.

### **Data Analysis**

The data analysis of this study was performed through three steps as proposed by Miles et al. (2014) as follows; (1) data reduction, (2) data display, and (3) conclusion. Data reduction was begun by following some procedures as follows; first, the researcher selected the raw data from observation, and interview guideline. Second, she organized the data by referring to the statement of the problems. Meanwhile, data display was done by displaying the result of the data analysis related to the statement of problems; the levels of critical thinking achieved by the students while learning speaking for academic purposes, the difficulties confronted by the students in thinking critically, the students' strategy(s) to solve their problem(s) related to their difficulties in thinking critically. The last, the researcher drew the conclusion based on the result of the data analysis.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

Findings section here was intended to clarify the researcher's result of data collection from the transcript of the observation field notes, transcript of video recordings, and the transcript of the interviews. Based on the transcript of

observation field notes and the transcript video recordings, she found that the selected participants of the students demonstrated not satisfactory results. It was because she found that the students in fact had not fully expressed their critical thinking yet, due to some reasons that were discussed more in detail below. The following explanations were about answering the researcher's research questions.

### **The levels of critical thinking that EFL students could achieve while learning speaking for academic purposes**

The research findings indicated that the selected students of English department had not totally thought critically while learning speaking for academic purposes because of some reasons. Those reasons were showing below.

**Table1. Understand Level**

<b>Data</b>	<b>Sources</b>
Linguistics	Appendix 4, line 8
How to make others believe in our opinion	Appendix 4, line 48
Catch their attention	Appendix 4, line 50
Do you mean like when we are speaking, what we see persuasive speech is that like a orasi? We can answer like that, but how if in academic forum we are doing persuasive speech, how do we know their response is positive or negative?	Appendix 4, line 104-105
Because they have actually four seasoning there, so it makes they're heavy to hmmm	Appendix 4, line 188
In the past, I often read that in the past we already used by reading, we have to reading book ....	Appendix 4, line 321
Story telling, role play	Appendix 4, line 369
It's better to learning by doing, than just learned not doing.	Appendix 4, line 404
Girl, because as I've ever read that girl is more, the language skill is more better than boy because boy is just growth their physic first after that their knowledge, but woman their knowledge first after that their physical.	Appendix 4, line 449-450
Certificate	Appendix 4, line 620
But certificate is more important in Indonesia	Appendix 4, line 622
.... what do you think about ambivert? Ambivert is like combine between extrovert and introvert, someone that is not really involved, but they also tend to be not also so introvert.....	Appendix 4, line 730-731

Based on the table above, the more details were described below:

#### **Excerpt 1**

**Lecturer** : Do you have idea why you choose linguistics? Or why you choose literature? Which one is too hard?

**Student 1 & 2:** Linguistics  
(Appendix 4, line 6-7)

The students' answers above were indicating that they could express their understanding of the related questions, but they could not give further explanation about their statements. It was because they were only focusing on the lecturer's convergent questions which needed one or two very specific correct answer. Nonetheless, the level of understanding itself demanded the students to be able to relate and organize their previously learned knowledge, and then explain, classify, exemplify, summarize, compare, interpret or even infer it based on their understanding.

#### **Excerpt 2**

**Lecturer:** Any others?

**Student1:** How to make others believe in our opinion

*(Appendix 4, line 47-48)*

In that excerpt, the student1 only shared her understanding about what persuasive speech was without explaining or describing in detail about it. For example, if she had a clear understanding about it, then she might actually be able to tell the others about what definitely persuasive speech was, why a presenter try to persuade the audiences through his/her persuasive speech, and so on. It might be used to add more understanding in the others' minds, if she could explain clearly and comprehensively about her learned knowledge.

#### **Excerpt 3**

**Lecturer:** And what you may do to make others believe in your opinion?

**Student3:** Catch their attention

*(Appendix 4, line 49-50)*

In that excerpt, the student3 could not be strongly considered as a student who was succeeded in achieving the level of understanding in Anderson et al.'s revision of Bloom's taxonomy. It was because she could convey her answer without being able to explain it comprehensively why she could think so. Further explanation was always needed while student3 or two other students presented their thoughts, due to she or all of them should be able to explain or describe her/their learned knowledge clearly and comprehensively, in which it might make the others whether agree or disagree with their understanding of a related topic or information that was being discussed.

#### **Excerpt 4**

**Lecturer:** ... jadi mereka melakukan sesuatu karena sudah terbujuk seperti itu.

**Student2:** Do you mean like when we are speaking, what we see persuasive speech is that like a orasi? We can answer like that, but how if in academic forum we are doing persuasive speech, how do we know their response is positive or negative?

*(Appendix 4, line 103-105)*

In this excerpt, student2 tried to dig out more information from the lecturer's unclear explanation in order to not only get further explanation, but also help her when she was eager to apply her understanding of the information in new situations, for instance when she would deliver her speech in the academic forum.

### **Excerpt 5**

**Lecturer:** Ok explain more about it

**Student1:** Because they have actually four seasoning there, so it makes they're heavy to hmmm

**Lecturer:** Ok deeper deeper deep deeper

**Student1:** hmmm

*(Appendix 4, line 187-190)*

Based on this excerpt, it could be seen that student1 could give such a simple responses to the lecturer's question as could be seen in the previous excerpt, but she could not arrange her understanding of an issue and relate it with her previous knowledge, so that she faced difficulty in explaining her learned knowledge comprehensively when the lecturer tried to encourage her to be more critical in giving her argument.

### **Excerpt 6**

**Lecturer:** You mention that today students prefer to watch movies or using vlog as the learning method, so you think it's the best method, so what do you compare today's learning method with the previous one? I mean the old school one especially how improve speaking skill today, present, and the past, what do you think?

**Student1:** In the past, I often read that in the past we already used by reading, we have to reading book, reading book to improve your vocabulary ....

*(Appendix 4, line 320-321)*

In that excerpt, it could be seen that student1 was able to describe her understanding about the related information asked by the lecturer. In line with that, she was also able to convey her previous knowledge of how to improve speaking skill based on the source(s) she had ever read where it might support her argument in her complete answer in the level of analysis.

### **Excerpt 7**

**Lecturer:** ... how do you solve the problem?

**Student1:** Story telling, role play

*(Appendix 4, line 368-369)*

Based on that excerpt, it could be seen that student1 was not able to provide detail explanation about how the problem would be solved. She just responded to the divergent question with a simple answer which it could actually be explained in more detail, so that she could strongly show her critical thinking in a proper way.

### **Excerpt 8**

**Lecturer:** Which part of Alfian's speech that is trying to persuade you?

**Student1:** It's better to learning by doing, than just learned not doing

*(Appendix 4, line 403-404)*

In that excerpt, it could be seen that student1 could describe her understanding of the topic presented by the presenter, although, she could not strongly provide more explanation about it which might indicate her better understanding about the topic.

### **Excerpt 9**



**Lecturer:** The different between boy and girl especially in acquiring new language, what's the different in your opinion?

**Lecturer:** Which one is faster and better in their language, woman or man?

**Student1:** Girl, because as I've ever read that girl is more, the language skill is more better than boy because boy is just growth their physic first after that their knowledge, but woman their knowledge first after that their physical.

(Appendix 4, line 446-450)

It could be seen that student1 could be able to explain in detail her understanding by using her learned knowledge to answer the lecturer's question about the different between boy and girl in their process of growth. In this regard, student1 was able to link her learned knowledge based on the source(s) to the issue that was being discussed in the class, and shared it to others.

#### **Excerpt 10**

**Lecturer:** What do you think about what's the important thing between life skills or diploma or certificate?

**Student2:** Certificate

**Others :** Life skills

**Student2:** But certificate is more important in Indonesia

(Appendix 4, line 619-622)

In that excerpt, student2 tried to convey her opinion about the related topic, yet she could not provide clear and reasonable explanation about why certificate is more important in Indonesia than life skills. It might reflect to her understanding of the topic, for she might be able to provide reasonable argument only if she could relate it with her previous knowledge.

#### **Excerpt 11**

**Student3:** ... what do you think about ambivert? Ambivert is like combine between extrovert and introvert, someone that is not really involved, but they also tend to be not also so introvert ....

(Appendix 4, line 730-731)

Student3 asked to get such a clarification from student2 for the unclear information she delivered, and also to get further explanation about the idea of her speech. The way she questioned the unclear information demonstrated that she was able to arrange her understanding of the related topic, and explain it in order to get such a clarification from the student2 about her topic of speech.

Those were the explanations of the students' level of understanding while they thought critically. Moreover, the table below was the findings of another level of students' critical thinking which was analysis level:

**Table2. Analyze Level**

<b>Data</b>	<b>Sources</b>
Do a little conversation like what's happening right now. Create conversation which is about recently topic that has been discussed. You know, like the topic that yeah	Appendix 4, line 54-55
The benefit that I get from watching movie, I can get a lot of new vocabulary that I never know before because in a movie they use kind of a vocabulary that how to say hmmm that we rarely use in our daily	Appendix 4, line 309-311

activity such as like a idiom maybe that we rarely to use that.	
.... but it's hard for introvert maybe that we have to speak with others, and then for reading book maybe not all students have a hobby to read a book. They prefer to watch a movie because it is more interesting and then or even with vlog, there are a lot of vlog with different type, for example like beauty vlogger maybe traveller food, there are a lot of vocabulary in there that we can learn, so we have a lot of choices that which one that we prefer to and yeah yeah	Appendix 4, line 322-326
The best vlog or the best movie is depended is what kind of apaya (Indonesian language) what kind of thing that you want to learned, for example like if you want learn about the formal like this one speech for education, you can watch the related movie for example, but it's just just for informal speech you can watch any vlog, for example, beauty vlogger, traveller in there, so it depends what you it depends on the students' purpose because there are a lot of choices.	Appendix 4, line 328-331
He said that his niece always doing physical activities and she how to say Kayak intinya dia tu juga apa yang dia dengar dan lakukan itu juga terus dan dengan aktivitas yang menyenangkan jadi dia lebih mudah tidak terbebani untuk belajar.	Appendix 4, line 406-407
Maybe there are a lot of reasons, Amanah said that it is expensive food, so they hunting for the shark to get a lot of money.	Appendix 4, line 513
First, it's good to make them habit on experience before entering to the university, but second's reasons are having wide experience is not that easy especially for a high school students that will competed with others mmm applicants in which that it will postpone or it will make their education life difficult.	Appendix 4, line 616-618
Sir, because life skill will make us independent after we go to the real world. For example like when we are jobless, we cannot be an employee or we cannot be a teacher because there is no job field for example, then with life skill for example we can <i>tambal ban</i> or we can fixing motor cycle or we can open our own job field.	Appendix 4, line 624-626
First about ambivert, actually there are a lot of psychological traits, extroversion, conscious, open personalities, and such. Well there're some called free traits in psychology science mmm it's known as an action where people do something outside their characteristics, for example like you are introvert but you are EYL teacher, so it means that you have to fulfill your responsibility to teach or to make the class fun. Where those free traits aim to advance your proficient, do you get it?....	Appendix 4, line 737-740

Based on the table above, the researcher provided the explanations of each data as follows:

#### **Except 12**

**Lecturer:** Define interesting

**Student3:** Do a little conversation like what's happening right now. Create conversation which is about recently topic that has been discussed. You know, like the topic that yeah.

(Appendix 4, line 53-55)

In that excerpt, it could be seen that the student3 was asked to explain her understanding about the definition of interesting. It meant that the lecturer tried to ask student3 not only to give response to his question before, but also to provide her understanding and analysis about the meaning of the word interesting related to the problem being discussed. Nevertheless, student3 still could not strongly provide clear analysis about the topic being discussed, and utilize her learned knowledge to elaborate the situation (based on the topic) into components. For instance, she was supposed to be able to relate her understanding to the related topic and decompose it into the components which might draw such a line of how a problem would be solved later after it was being analyzed by using a/some certain(s) way(s), and so on.

#### **Excerpt 13**

**Lecturer:** So, what do you think about the benefits of watching movies to the level of your vocabulary as your speaking skill?

**Student1:** The benefit that I get from watching movie, I can get a lot of new vocabulary that I never know before because in a movie they use kind of a vocabulary that how to say hmmm that we rarely use in our daily activity such as like a idiom maybe that we rarely to use that.

*(Appendix 4, line 308-311)*

In that except, student1 was able to link the problem with her experiences, and draw a line of the benefits of watching English movies to improve her mastery in English vocabulary. In line with that, she could detect how English movies could give her a lot of benefits in improving her mastery of vocabulary, such as those movies not only provided new vocabularies, but also provided some idioms that she rarely used in her daily life.

#### **Excerpt 14**

**Lecturer:** You mention that today students prefer to watch movies or using vlog as the learning method, so you think it's the best method, so what do you compare today's learning method with the previous one? I mean the old school one especially how improve speaking skill today, present, and the past, what do you think?

**Student1:** .... but it's hard for introvert maybe that we have to speak with others, and then for reading book maybe not all students have a hobby to read a book. They prefer to watch a movie because it is more interesting and then or even with vlog, there are a lot of vlog with different type, for example like beauty vlogger maybe traveller food, there are a lot of vocabulary in there that we can learn, so we have a lot of choices that which one that we prefer to and yeah yeah

*(Appendix 4, line 322-326)*

In that excerpt, student1 could detect and analyze why some students prefer to use vlog or movies as one of their learning method in improving their speaking skill, than the other methods of learning that could be considered as the old one. In this regard by using her learned knowledge, she could identify the motives of why some students who did not actually engage with books preferred to utilize English movies or vlog to improve their speaking skills, than the others who loved reading

books to improve their skills. Based on her analysis, it could be seen that she could organize her learned knowledge to detect how one part could be related to another part in one problem.

#### **Excerpt 15**

**Lecturer:** How do you choose the best vlog or the best movie in your opinion that might improve your vocabulary?

**Student1:** The best vlog or the best movie is depended is what kind of apaya (Indonesian language) what kind of thing that you want to learned, for example like if you want learn about the formal like this one speech for education, you can watch the related movie for example, but it's just just for informal speech you can watch any vlog, for example, beauty vlogger, traveller in there, so it depends what you it depends on the students' purpose because there are a lot of choices.

*(Appendix 4, line 327-331)*

Based on the excerpt above, student1 was able to interpret her opinion about how to choose the best vlog or the best movie to improve her vocabulary. In this regard, she explained her ideas by relying on her own experiences in improving her vocabulary, so that she could recognize which ways could actually help her to solve her problems of a lack of vocabulary.

#### **Excerpt 16**

**Lecturer:** Learn by doing, what do you mean by learn by doing?

**Student1:** He said that his niece always doing physical activities and she how to say Kayak intinya dia tu juga apa yang dia dengar dan lakukan itu juga terus dan dengan aktivitas yang menyenangkan jadi dia lebih mudah tidak terbebani untuk belajar.

*(Appendix 4, line 405-407)*

That excerpt showed that student1 was actually able to analyze and describe her ideas comprehensively and clearly, but she could not express it strongly enough due to her difficulties in wrapping her ideas into one component of understandable argument, so that it gave an impact on herself in delivering her ideas comprehensively and clearly.

#### **Excerpt 17**

**Lecturer:** Why?

**Student2:** First, it's good to make them habit on experience before entering to the university, but second's reasons are having wide experience is not that easy especially for a high school students that will competed with others mmm applicants in which that it will postpone or it will make their education life difficult.

*(Appendix 4, line 615-618)*

Based on that excerpt, student2 was able to express her ideas clearly. It could be seen from the way she was able to link the issue provided by the lecturer with the real situation that she knew, and then explain it to him. This kind of expression could be considered as her way to interpret her learned knowledge about the related issue

which had passed the process of analysis, for she definitely needed to recognize the situation and identify the motives first before explaining it to the lecturer.

### **Excerpt 18**

**Lecturer:** Why life skill is important?

**Student2:** Sir, because life skill will make us independent after we go to the real world. For example like when we are jobless, we cannot be an employee or we cannot be a teacher because there is no job field for example, then with life skill for example we can *tambal ban* or we can fixing motor cycle or we can open our own job field.

(Appendix 4, line 623-626)

In that excerpt, it could be seen that student2 could be able to detect how life skill was needed and important in someone's life, and then organize it with her knowledge about it. It indicated that she could relate herself with another situation which she knew more, and make analysis based on that situation. In that excerpt, it could be seen that student2 linked her learned knowledge about being academician with the fact in her surroundings.

### **Excerpt 19**

**Student2:** First about ambivert, actually there are a lot of psychological traits, extroversion, conscious, open personalities, and such. Well there're some called free traits in psychology science mmm it's known as an action where people do something outside their characteristics, for example like you are introvert but you are EYL teacher, so it means that you have to fulfill your responsibility to teach or to make the class fun. Where those free traits aim to advance your proficient, do you get it? ....

(Appendix 4, line 737-740)

Based on that excerpt, it could be seen that student2 was able to explain her understanding about psychological traits first, and then she could be able to use it to elaborate it into components. For instance, she could exemplify how someone would deal with his/her psychological traits, and how it could make someone recognize her/himself and organize it when she/he in a certain situation. Thus, an exemplification was provided there in order to show how she linked her learned knowledge with the situation where it might be happened, so that she could present into a reasonable explanation of analysis.

Those explanations indicated how the students achieved the level of analysis in critical thinking. Furthermore, the last table below was about the students' level of evaluation.

**Table3. Evaluate Level**

<b>Data</b>	<b>Sources</b>
.... so it's better to put subtitles to make you understand what kind of vocabulary that they use because before we watch a movie, we have a purpose that we want to learn about vocabulary, and then we don't to entertain ourselves.	Appendix 4, line 305-307
To teach a child from their golden age	Appendix 4, line 428
... The second one is that about people cannot judge themselves as	Appendix 4,

introvert or extrovert, yeah I often discuss this with my introverts friend, and we come up with the conclusion that indeed as what you say is correct, it can be true it can be wrong to judge yourself, but what stage we can admit that we are introvert or in what stage we can make ourselves into the both psychological traits. On the stage when you are introvert, you feel desperate because you cannot follow what your extrovert friends done ....	line 742-746
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Based on the table above, the more details were explained below:

#### **Excerpt 20**

**Lecturer:** When you add subtitles into the movies, you'll just too focus on reading the subtitles, but not watching the movies, so what's your solution then?

**Student1:** .... so it's better to put subtitles to make you understand what kind of vocabulary that they use because before we watch a movie, we have a purpose that we want to learn about vocabulary, and then we don't to entertain ourselves.

*(Appendix 4, line 301-307)*

In that excerpt, it could be seen that student1 could draw her judgment of how put English subtitle when watch English movies could improve mastery of vocabulary. She revealed that put the subtitle of the movie could make her or others who faced the same problem with the mastery of English vocabulary to become easier in understanding the use of English vocabulary in the movies than not using subtitle. Additionally, she believed that it was an effective way to add someone's knowledge of new vocabularies as what he/she expected from watching English movies.

#### **Excerpt 21**

**Lecturer:** According to my explanation and Alfan's explanation, what is he trying to persuade?

**Student3:** To teach a child from their golden age

*(Appendix 4, line 427-428)*

Based on student3's response to the lecturer's question, she was able to draw her judgment based on both the lecturer's and her friend's explanation about golden age. Her answer also showed that she had dealt with the brain activity of connecting one explanation to other, making analysis and making a judgment based on the presented topic.

#### **Excerpt 22**

**Student2:** .... The second one is that about people cannot judge themselves as introvert or extrovert, yeah I often discuss this with my introverts friend, and we come up with the conclusion that indeed as what you say is correct, it can be true it can be wrong to judge yourself, but what stage we can admit that we are introvert or in what stage we can make ourselves into the both psychological traits. On the stage when you are introvert, you feel desperate because you cannot follow what your extrovert friends done ....

*(Appendix 4, line 742-746)*

Based on that except, student2 could break the idea of the topic into some related parts, and detect how one part of the idea could be linked to one another in

order to create such an understandable and a reasonable argument. In this case, she could make her judgment based on the small discussion she made with her friend before, and based on her learned knowledge about psychological traits, where she believed that we might recognize and judge ourselves as someone who had a certain psychological traits by identifying how we were used to be in the society, and how we might feel when we had to adjust ourselves to the demand of the society that might be not in line with our personality.

Moreover, based on the result of the students' interviews, each of them indicated their different answers of their ways in thinking critically, where those were in tandem with the evidences of the transcript of video recordings that showed they had achieved three levels of Bloom's taxonomy as explained above. The following explanations below were their answers of how they thought critically during the learning processes in the class of speaking for academic purposes.

I try to expressing my critical thinking when I answered some question from lecturer. I try to answer critically and logically. I also expressing my critical thinking when I presented any material in speaking class. (*Appendix 2, line 5-6, student1, 29112019*)

In accordance with the answer of student1, she stated that she tried to express her critical thinking by answering the lecturer's question logically and critically, but in the fact she sometimes could not strongly be critical in conveying her ideas. It was because in some time of meeting she could not provide her reasonable arguments, relate her learned knowledge with the issue comprehensively, and make a judgment to a discussion issue, such as in the excerpt 1, excerpt 2, excerpt 5, excerpt 7, and excerpt 8.

usually I answer the question from the lecturer based on the data and the fact that i know. (*Appendix 2, line 40, student2, 29112019*)

Based on the answer of student2, she indicated that she was in line with her performance of demonstrating her critical thinking ability during the learning processes, for instance like in excerpt 17, excerpt 18, except 19, and except 22 where she provided clear explanation and relate it with the fact and the data she ever knew.

I usually express my critical thinking by take a small note to write my main idea or just the key words since I can forget things easily sometimes. After I write my keywords, it helps me to deliver my opinion in front the classroom since speaking lecturer allow the students to speak in front of the class, and I also like to ask questions based on the topic that has been discussed at that moment. (*Appendix 2, line 95-97, student3, 29112019*)

In her answer, she could not relate herself with the way she usually expressed her thinking ability, especially critical thinking in the class. For instance, based on the observation field note and the transcript of video recordings, she was not only asking a question to express her critical thinking, but sometimes she could relate herself with her learned knowledge by explaining and connecting it with the provided issue and also identifying the motives in related information, such as excerpt 11, and excerpt 21.



### **The difficulties faced by the students in thinking critically while learning speaking for academic purposes**

The difficulties faced by the students were various. Those come from internal and external factors of the students. For example, there were some students who had difficulties with not only their own selves, but also with the learning circumstances in the class, the time of learning, and the teaching method used by the lecturer. Here were the further explanations of the students' difficulties.

Based on the difficulties faced by the student1, she asserted that she had definitely difficulties with herself in thinking critically during the learning processes. It is because the demand of using formal language in the class might hinder her to express herself. As we know that, speaking with formal language was not easy to practice due to the students must think and select words which were appropriate to use during the process of communication. Notably, she and the others students also should pay attention to their dictions while starting to speak up, due to it was included in the lecturer's evaluation. In line with that she had to have a lot of vocabularies in her mind, so that she could at least communicate well with others in formal language and also in formal situation, and convey her argument comprehensively. However, the mastery of vocabulary in fact also became her problem, for the lack of vocabularies demanded her to think hardly before conveying her arguments. Based on the observation, the researcher also watched that the student1 sometimes had difficulties in conveying her opinions because she was accustomed to be wary while trying to deliver her arguments. Those difficulties were acknowledged by student1 as the impediments to her in thinking critically spontaneously as below:

Maybe we have to use any formal language or vocabularies to express our opinion and also we have to think critically about any topic, for example like previous we have to make a like a speech for persuasive person that we have to make mini research for other journal, and the we have to delivery critically based on fact at the journal. (*Appendix 2, line 11-13, student1, 29112019*)

Her difficulties also had been shown in the excerpt 15 and excerpt 16 where she was difficult in conveying her opinion by using English language.

Besides, she also had difficulties to relate with the learning circumstances in the class whereby some students tended to be passive.

.... and sometimes hmm three meetings we just speech, and if we have speech and listen to others so bored. We just sit and listen to others talk. And sometimes they are not serious, sometimes they just need to hmm just to present their speech, and sometimes the topic is not interesting so I felt sleepy and lazy yeah. (*Appendix 2, line 26-28, student1, 29112019*)

This problem was actually also being student2's problem that she complained about.

The environment is also the matter. The environment, I think about the intimacy and the second about the active what is the name, a click bait from their friends. For example like when all of your friends tend to be quiet and tend to not paying

attention, so that it decrease your motivation to speak up. But, when you have an active environment or classmates and they tend to think critical yeah it can motivate you to be like that also. (*Appendix 2, line 62-65, student2, 29112019*)

Both student1 and student2 regarded that this might prevent their willingness to be a critical student, for when the lecturer gave them time to start a discussion, then, the passive students tended to be silent with no desire to make a question, clarification, comment or answer. That factor indirectly prompted them, especially for student1, to be silent and waiting for someone else to start the discussion. This kind of condition was occasionally brought an impact on the students' willingness to be active, for they needed a help from the others to also vivid the learning circumstances to be an active one. Thus, there would be more interactions between one student to other students and also between the students and the lecturer. In simple term, they indirectly demanded active class participation than passive class participation, for it could prompt themselves and the others to conduct sort of "give and take" situation, where one student would actively respond to other students' performances or opinions, so that it would establish the effectiveness of learning. Additionally, it could also motive student1 and student2 to perform well in thinking critically as well as the other students. Therefore, they would certainly get more knowledge during the learning processes, and they could definitely improve their thinking skills to be the critical one.

Furthermore, student1 had also difficulties to deal with the time of learning. Due to the fact that the course of speaking English for specific purposes was taught twice in a week, Thursday at 09.30-11.10 and Friday at 07.00-08.45, she felt distress to adjust herself with Friday schedule, then. It is because she believed that the time was not effective to start learning because she always felt sleepy at early morning study, so that it also gave an impact on her to concentrate and to express her critical thinking.

Sometimes I come to the class with a half of body left in my dorm. It's better to have class on Thursday because Friday class is too early at 07.00, and sometimes hmm three meetings we just speech, and if we have speech and listen to others so bored. We just sit and listen to others talk. And sometimes they are not serious, sometimes they just need to hmm just to present their speech, and sometimes the topic is not interesting so I felt sleepy and lazy yeah. (*Appendix 2, line 25-28, student1, 29112019*)

The difficulties of thinking critically were also experienced by student2, where those came from her internal and external factors. Based on the data interview, she ascribed that the primary difficulties she had was about her confidence.

Maybe about my personal problem, internal problem in which it is about confidence to speak up. I have no problem with grammar or vocabulary. (*Appendix 2, line 47-48, student2, 29112019*)

Similarly, it also became a problem of student3 in thinking critically.

I found difficulties in applying critical thinking, for example I am in the class, in Mr. T class in speaking, I feel like I am not fast enough because sometimes my

friends is faster than me to answer the question or maybe to ask something, and then I think like I a little bit slowly when I want to ask something. You know, when I want to express or when I want to ask something I feel like I am a little bit slower than my friends. I have a little bit trouble with confidence, but most of that mmm I think like I want to say something but somehow my mouth is not really coherence with my mind. (*Appendix 2, line 5104-108, student3, 29112019*)

Every person notably needed confident factor in his/herself to speak up or to perform in front of many people, for it could drive the way someone delivered his/her idea(s) or expressed his/herself. In this case, both student2 and student3 felt that they were usually being hesitant to transfer their opinion(s) because they were not sure that it would be right or acceptable opinion(s). In line with that student3 added that being wary of conveying her idea(s) led her mind to be not in accordance with her mouth (i.e. she could not extend her idea(s) to others structurally and comprehensively, due to she could not communicate her opinion(s) well). This kind of difficulty was exactly and commonly happened to some ELF students, not only to student2 and student3, for they were afraid to make mistakes while addressing their thoughts and it made them to prefer to be silent sometimes.

Besides, student2 also had difficulty in adjusting herself with the lecturer's teaching method. It was because she felt like the lecturer's teaching method was boring and not totally encourage her to improve her thinking ability. In line with that, she also demonstrated that in two meetings of learning in the class, she only came to the class, saw and watched other students in delivering their speeches. In this regard, she actually needed more class interactions such as interactive discussion where the lecturer invited each student's attention to vivid the class by giving comments, making clarifications, sharing ideas, and so on. Moreover, she also stated that she had problem with the way the lecturer tended to take more control in the class, such as provided many information which made the students only became a listener and passive students in the class. In this case, she even made a comparison with another lecturer that tended to let the students control the class by making such an intensive discussion, for every students had to speak up in the class.

..... And it's like teacher-center because every information provided by him and we tend to always listen and watch more than we practice.... When he demand us to do presentation, academic presentation I think hmm he cannot put it in whole of the activity because it is not effective, you can see, right? A lots of students just make it inside of the class. It means that it's burdened for them and they don't want to do that so that's why he still force to do that indeed hmm instead of making it as a side task and practice more inside of the class because I think like I am the first performance, right? So in this two weeks I just come to the class and see and watch, so it is so worth less I think, and boring.... (*Appendix 2, line 80-86, student2, 29112019*)

### **The students' strategy(s) to solve their problem(s) in thinking critically**

Every student had their own strategy to solve their own problems. Practicing, reading a lot of journals, solving problems, finding new vocabularies, hypnotizing

student's mind, and writing opinion were the students' strategies to solve their problems in thinking critically. Student1 had some strategies to prompt herself to be a critical thinker. She firstly exercised her thinking skill ability by reading a lot of journals. Reading journal, article or a book could literary help someone to improve their thinking ability and to collect more information and to find an/some issue(s).

I solve it by practice a lot of read and try to find a new vocabulary especially in formal vocabulary yeah and also try to read a lot of journal to make us to improve our critical thinking, try to solve a case, for example to brainstorming our brain like that. (*Appendix 2, line 17-18, student1, 29112019*)

Besides, she also took another benefit from reading a/some journal(s), she could find new vocabulary(s), especially formal vocabulary(s), where it became one of her problems in thinking critically during the learning processes. This strategy was definitely helping her to improve her mastery of vocabulary, so that she could maintain her willingness to communicate or to be a critical student in the class, for she could produce arguments or express her ideas without worrying to use wrong or inappropriate vocabulary. In line with that, finding formal vocabulary could be done by reading carefully and comprehensively the journal, for the student could also learn how it was used in a complete sentence or how it could convey the writer's idea(s). Based on the findings in the field, the researcher found that student1 still had some difficulties sometimes while conveying her ideas, where she inclined to choose or to guess how to convey her ideas by using English language than Indonesian language. On the other hand, she sometimes switched her language from English language into Indonesian language in order to ensure that the other students could catch the points in her opinion(s) well. In short term, it could be seen that student1 still strived with her difficulties in delivering her ideas completely by using English language, nonetheless, she coped it with utilizing other methods to keep pointing out her ideas by using code switching, so that she could maintain herself to be active in delivering her comments, ideas, judgments, and so on.

Then, she also practiced to solve a case after reading a/some journal(s). The ability to solve a case itself was a part of being a critical thinker because it demanded the reader to draw analyses, syntheses, and judgments, critiques or evaluations. Additionally, it could also be considered as the way of stimulating the student's sensitivity of thinking ability in recognizing an issue both the old and the current one, and then understanding and relating it with some perspectives from theory(s) or concept(s), so that she could have a good sensitivity of thinking ability in recognizing and also solving a problem.

On the other parts of students' strategies, student2 had different strategy where she attempted to hypnotize her mind to be brave in conveying her opinion(s) without worrying to get it wrong. As mentioned in the answered of second research questions, student2 felt worry to express her own self included her critical thinking, for she had a problem with confidence which might frequently prevent herself to straightly extend her ideas, and so on. Thus, she did such a strategy of hypnotizing

herself in order to encourage herself that every idea she would like to deliver was not wrong, and it could be understood by the other students. This kind of strategy could definitely be considered as an attempt to improve someone's thinking ability, especially for a student who had problem with confidence, for it might boost or challenge the student self to speak up her ideas or to argue something bravely. Furthermore, student2 had applied her strategy during the learning processes. She could be able to keep on conveying her opinions, ideas, or arguments, though, she still got herself correction by the lecturer sometimes, yet she was surprisingly not afraid to keep expressing herself and thinking critically.

I have to start from my mindset first, like mmm whatever I want to say is not wrong. It is also encouraged by the lecturer, Mr. T. he states that every opinion is not wrong, but just need to be understand or not. So, based on the mindset, I can give a brave free to myself first. (*Appendix 2, line 52-54, student2, 29112019*)

Another last strategy came from student3, whereby her strategy was exercising herself by writing what she wanted to deliver either about answering questions or about giving opinion/argument. Student3 was actually had the same problem with student3 which was about their confidence to speak up, yet they had different way to prompt their own self to actively convey their ideas, etc. during the learning processes. In this regard, writing an idea, a comment or an argument was a strategy used to arrange someone's thoughts, so that he/she could structurally extend her/his thoughts to the others. In other words, it could literally help someone, especially student3 who was worry about making mistake(s) while delivering her ideas or arguments, to propel her to be active in sending her opinions, arguments or even solutions. Writing also could improve someone's confidence, especially student3's confidence. It was because she could train her thinking ability during the learning processes by paying attention first to someone who was delivering information, and then she made note(s) for asking for clarification, making questions, giving comments, or giving a related solution, for instance. In line with that, the researcher found that every time when student3 was eager to ask a question or clarification, she would like to write her thoughts first before sending it to the other students who were addressing their speeches, so that she could address her thoughts structurally and correctly.

I have ever also, I ever tried also with my yeah because I am the solver for my own trouble mm I ever write first what I want to say or what question that I want to ask, and I say it with my heart first, in my heart first, and then after that I raise my hand and ask question with mm for the lecturer. (*Appendix 2, line 112-114, student3, 29112019*)

## **Discussions**

Based on the findings in the field, the researcher found that each student had different way in achieving the levels of critical thinking of Anderson et al.'s revision of Bloom's taxonomy. One student tended to pay more attention first and configure her thinking ability into the critical ones. Meanwhile, other students inclined to

express their critical thinking spontaneously when they found the missing part of the information or the gap in their understanding. In line with that, the researcher stipulated that those three students had succeeded only in achieving three levels of critical thinking; understand, analyze, and evaluate, though, there were some occasions which indicated that they could not express their critical thinking strongly and clearly in proper way as determined by Anderson et al.'s in their revision of Bloom's taxonomy.

Based on the first research question, the findings indicated that the students could achieve three levels/stages of Anderson et al.'s revision of Bloom's Taxonomies; understand, analyze, and evaluate. Those evidences could be seen in excerpt 4, excerpt 6, excerpt 9, excerpt 11, excerpt 13, excerpt 14, excerpt 15, excerpt 16, excerpt 18, excerpt 19, excerpt 20, excerpt 21, and excerpt 22. Those excerpts demonstrated that the students could achieve fully and express their critical thinking clearly by explaining their learned knowledge, where it could be based on their learned knowledge only, and it could be based on their analysis which was gotten by decomposing their learned knowledge with the situation/cases provided into components, recognizing the unstated assumptions, or even identifying any motives in a/some cases which would be linked with their learned knowledge. In line with that, they wrapped up their understanding and their analysis into one component part which would lead them to make a judgment or critique based on the evidence(s) and reasoned argument(s).

Nevertheless, the researcher also found that they sometimes had not strongly thought critically in those stages, in which those could be seen on the excerpt 1, excerpt 2, excerpt 3, excerpt 5, excerpt 7, excerpt 8, excerpt 10, and excerpt 16. Those excerpts demonstrated that they could not express their ideas in critical way because they could not provide further or detail explanations of their reasons, either about their understanding or about their analysis. In this regard, their expressions were not totally in line with the criteria of Anderson et al.'s revision of Bloom's taxonomies which demanded them to be able to explain or describe their learned knowledge, utilize their learned knowledge to elaborate situations into components, interpret their recognition of unstated assumptions, identify motives in related information they got and then relate it with their learned knowledge, and make judgment or critique of evidence based on reasonable arguments. Besides, the way they gave responses to both convergent and divergent questions were also showing their lack of mastery of information or learned knowledge, so that those kinds of questions also could not prompt them to express their critical thinking. Ramezani et al., (2016) found that a critical thinker was a better language student due to critical thinkers could question appropriate questions, relevant information, reason logically based on the available data and come to reliable and truth worthy conclusions about the others' opinions in various setting.

The second research question was about the students' difficulties in thinking critically. The findings indicated that they experienced different difficulties such as feeling afraid to make mistakes, learning circumstances in the class, the time of learning, and the teaching method. Based on the result of the data analysis, the first difficulty faced by three of them were lacks of confidence, fear of making mistake, and shyness. It was because they were accustomed to thinking whether their arguments were right or not, whether they had used the appropriate words to express their ideas, and whether their grammar were correct or not. That problem was in line with Al Nakhalah's findings (2016: 96) that showed that the students' problems in speaking or expressing themselves were the fear of mistake, shyness, anxiety and lack of confidence (Boonkit, 2010). Gustine (2014) also revealed that students' difficulties in English proficiency made them resisted to be accustomed to the critical literacy, so that it gave an impact on them in thinking critically.

The next problem was about the learning circumstances in the class. In this case, two of the students felt that they needed such an active class discussion which could share their ideas more often, so that there would be more knowledge they could get and they also could improve their thinking ability. In line with that, the students could also explore and relate one certain knowledge to another if there was an effective learning environment, which could be used as the place to express their critical thinking. Al Zahrani (2019), Al Nakhalah (2016), and Ismail (2014) had indicated in their researches that establishing effective learning environment was needed to support and to encourage students to speak English frequently, for it affected the students' thinking style and thinking strategies. In accordance with the previous findings, we could see that there should be a support from the others both the students and the lecturer to create such a vivid learning environment which could be the means for the students to express their thinking ability, especially their critical thinking.

On the other side, one of the students also found another problem with the time of learning, whereby she thought that learning in the early morning could affect her willingness to study. This problem was caused by some internal problems of the student, such as lazy, sleepy, and so on. In this regard, this problem could be solved personally by building up the awareness of study in any time set by the university, as like the others who had no problem with the time learning. Moreover, based on the transcript of interview of student1, she also indirectly related the time of learning with the lecturer's teaching method, in which they only needed to perform their speech in front of the class with less time to make interactive discussion. It was because she pointed out that some students were not serious sometimes in delivering their speeches, in which it might bring about the audiences included student1 to be lost in their own self and they could not really catch the main idea or messages of the given information. In this case, she needed such a serious mode of learning and also active learning in the class, so that she might prompt herself to follow up the



meetings with so much curiosity and express it into questions, comments, arguments or critiques.

Moreover, student2 was having problem with the teaching method used by the lecturer, for she found that the lecturer tended to take more control during the teaching and learning processes, whereby he tended to provide more information, so that the students had less time to think about it and make a discussion. In this regard, we could see that the student needed an active learning and student-center, in order to get more chance to share the knowledge to others and explore new knowledge from others. In line with that Duron et al., (2006) had argued that active learning was needed to apply in the class because it could make the students to think critically. Zhao et al., (2016) also revealed that active learning and also cooperative learning strategy could facilitate the students to encourage their critical thinking. In short, the student got difficulty to express herself and her thinking ability especially critical thinking, due to there was lack of attention from the lecturer to create such an active learning and students-center in the class which could be a place for them to express and explore new knowledge.

The last research question was about the students' strategies in solving their problems in thinking critically. Based on the findings, we could see that there some strategies owned by the students to solve their problem which were practicing by reading a lot of journals, finding new vocabularies, and trying to solve a case in the journals, hypnotizing student's mind, and writing opinion before sharing it to the others. The first strategy was through practicing where this could be considered as the good strategy to improve the student's critical thinking, for she could accustom herself to be familiar with an/some issue(s) which might train her thinking ability into the critical one through the process of making such an analysis, identification, synthesis, and an evaluation. In line with that, she also could get new vocabularies which could be used to deliver her ideas. Mastering vocabularies could be one of alternative ways to improve the student's confidence and English proficiency, so that she could express her thinking ability especially critical thinking bravely and might engage herself with critical literacy which might provide a lot of knowledge.

The next strategy was hypnotizing the student's self. In line with the findings, the researcher found that the student needed to hypnotize herself, for she sometimes might be worry about the ideas she wanted to convey, whether those were right or not. This problem was actually also experienced by some students, as revealed by Al Nakhalah (2019) and Boonkit (2010) in their research. In this case, the student tried to improve herself to be more active in delivering her ideas, her critical thinking, for she was aware of the benefits of being brave in demonstrating her potential especially in thinking critically during the learning processes. It was because to be a critical thinker, the student had to build up first her confidence to speak up, so that she could deliver her opinions, making arguments, and so on. The last one was about the student's strategy in writing her ideas before sharing it to others. In this regard,

she tried to solve her problem for not being able to share her ideas directly, for she was not sure about her ideas whether those were true or not or accepted or not. This problem also was in line with Nakhalah's (2019) findings which showed that fear of making mistake could be the indicator on the students in expressing themselves, included their thinking ability, such as their critical thinking.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the findings and discussions, the researcher concluded that firstly, the critical thinking of EFL students was not satisfactory enough, for they could not achieve all of the levels of Anderson et al.'s revision of Bloom's taxonomy yet. This could be seen by the way they could only make a deal with the levels of Anderson et al.'s revision of Bloom's taxonomy in the level of understanding, analyzing and evaluating while thinking critically, but not strongly fulfill the demand of those levels. It was because the students had some internal and external problems to deal with, thereof, they confronted several difficulties in thinking critically. Secondly, all of the students faced their own problems in thinking critically, such as feeling afraid to make mistakes, learning circumstances in the class, the time of learning, and the teaching method. Thus, those hindered them sometimes in thinking critically. Thirdly, due to the fact that they had different problems in thinking critically, they made a/some strategy(s) to solve their problems, such as reading a lot of journals, finding new vocabularies, and trying to solve a case in the journals, hypnotizing student's mind, and writing opinion before sharing it to others, whereby the results of the applying of their strategies could be seen on how they pointed out their thinking ability especially critical thinking ability during the learning processes on the class of speaking for academic purposes.

### **Suggestions**

Based on the results of this research, the researcher would like to give suggestions to the EFL students, English lecturers, and future researchers. Firstly, the researcher was eager to suggest the students to be brave in delivering their ideas without worrying that their opinions were wrong or inappropriate. It was because they just needed to make the others understand about what they conveyed about,

though, they still made some mistakes such as in grammatical error. The students also should prompt their thinking ability especially critical thinking ability by reading lots of books, journals, articles, etc. in order to broaden their knowledge and comprehension, so that they could make direct judgments to information they got.

Secondly, the researcher was supposed to give suggestions to English lecturers where they should pay more attention not only to the students' needs, but also to the learning circumstances. In other words, English lecturers should make a balance between the students' needs and learning circumstances, so that they could create such a proactive, effective, and also active learning. It meant that they should recognize well how to deal with some students who were passive, so that they also could be encouraged as well as the active students, by creating such an enjoyable and productive learning circumstances whereby all of the students could participate during the learning processes, or we had known it as students-center where all of the students were the main characters who own the class and had more interactions during the learning processes. Thirdly, the future researchers who want to conduct a research in the same topic about students' critical thinking are expectedly able to dig out more information about the students' critical thinking in other focus of areas with their problems and solutions, and link it with the lecturers' perspectives so that they can get much more information to be explored.

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